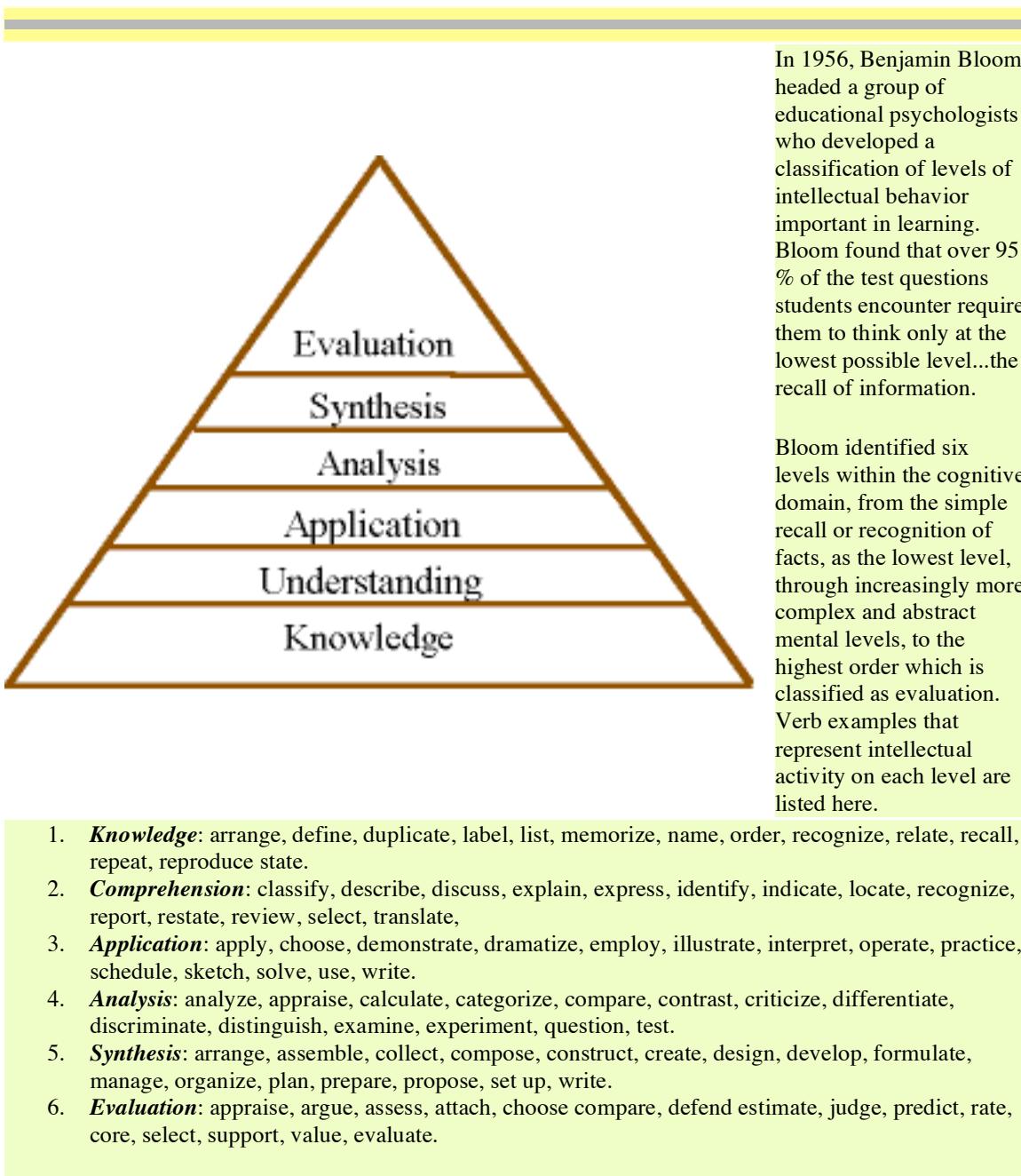


## BLOOM'S TAXONOMY



## **BLOOM'S TAXONOMY: Sample Questions**

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time is. Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer. Below are the six question categories as defined by Bloom.

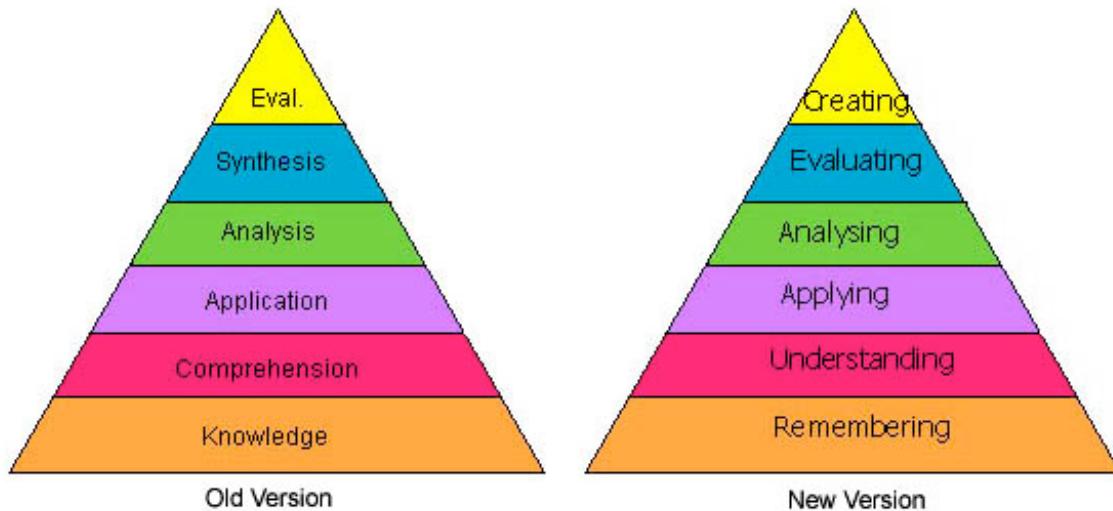
- **KNOWLEDGE**
  - remembering;
  - memorizing;
  - recognizing;
  - recalling identification and
  - recall of information
    - Who, what, when, where, how ...?
    - Describe
- **COMPREHENSION**
  - interpreting;
  - translating from one medium to another;
  - describing in one's own words;
  - organization and selection of facts and ideas
    - Retell...
- **APPLICATION**
  - problem solving;
  - applying information to produce some result;
  - use of facts, rules and principles
    - How is...an example of...?
    - How is...related to...?
    - Why is...significant?
- **ANALYSIS**
  - subdividing something to show how it is put together;
  - finding the underlying structure of a communication;
  - identifying motives;
  - separation of a whole into component parts
    - What are the parts or features of...?
    - Classify...according to...
    - Outline/diagram...
    - How does...compare/contrast with...?
    - What evidence can you list for...?
- **SYNTHESIS**
  - creating a unique, original product that may be in verbal form or a physical object;
  - combination of ideas to form a new whole
    - What would you predict/infer from...?
    - What ideas can you add to...?
    - How would you create/design a new...?
    - What might happen if you combined...?
    - What solutions would you suggest for...?
- **EVALUATION**
  - making value decisions about issues;
  - resolving controversies or differences of opinion;
  - development of opinions, judgements or decisions
    - Do you agree...?
    - What do you think about...?
    - What is the most important...?
    - Place the following in order of priority...
    - How would you decide about...?
    - What criteria would you use to assess...?

For further Web-based information on Bloom's taxonomy:

[http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s\\_Taxonomy](http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy)

<http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/#table>

### Revised Bloom's Taxonomy



**Table1.** Bloom's Taxonomy

| The Knowledge Dimension  | The Cognitive Process Dimension |            |            |               |          |           |
|--------------------------|---------------------------------|------------|------------|---------------|----------|-----------|
|                          | Remember                        | Understand | Apply      | Analyze       | Evaluate | Create    |
| Factual Knowledge        | List                            | Summarize  | Classify   | Order         | Rank     | Combine   |
| Conceptual Knowledge     | Describe                        | Interpret  | Experiment | Explain       | Assess   | Plan      |
| Procedural Knowledge     | Tabulate                        | Predict    | Calculate  | Differentiate | Conclude | Compose   |
| Meta-Cognitive Knowledge | Appropriate Use                 | Execute    | Construct  | Achieve       | Action   | Actualize |